



CENTRAL CALIFORNIA TRAINING ACADEMY

ADVANCED LEADERSHIP DEVELOPMENT FOR SUPERVISORS:

Report 5 – Program, Process, Policy & Procedure
Development

March 2011

**Advanced Leadership Development for Supervisors: Program, Process, Policy & Procedure
Development
TRAINING EVALUATION REPORT 5**

EVALUATION PROCESS

Training evaluation has a number of purposes: it provides feedback for course improvement, training design, and training structure; it identifies trainee's knowledge, skills, and values; it provides data for individual accountability; and it identifies facilitators or barriers to achieving program goals. Training evaluation does not establish a direct cause and effect relationship between a training program and agency or client outcomes.

To evaluate the Advanced Leadership Development for Supervisors (ALDS) training series, three evaluation levels are being used. These evaluation levels include tracking, knowledge/skill, and transfer of learning.

This document provides information on two evaluation levels: knowledge/skill and transfer of learning for the Program, Process, Policy & Procedure Development module.

EVALUATION LEVEL: KNOWLEDGE/SKILL ACQUISITION

Evaluation at this level focuses on the changes in the knowledge, skill, or values of the participant as a result of the training. The results from the Level 4 evaluation are used to measure the effectiveness of the training, assess if the competencies and learning objectives were met, and to provide guidance as to where changes to the curriculum should occur.

To measure a participants' knowledge/skill acquisition, a self-assessment of learning form was used. This form asked participants to rate their competency in regards to the topic before and after the module using a 5-point Likert scale, where 5 is the highest rating. The following table provides the mean scores (out of a possible 5.00) and the change between the mean scores.

For the Program, Process, Policy & Procedure Development module, participants learned the most in the area of understanding at least two approaches to program development. In addition, after the training, participants are most knowledgeable recognizing the importance of including personnel at all levels in planning.. See Table 1 for more information. See Table 1 for more information.

For the open-ended section, two open-ended questions are posed to participants: (1) the key objectives that I focused on in the Program, Process, Policy & Procedure Development module were; and (2) the skills I practiced in the Program, Process, Policy & Procedure Development module were. For the first open-ended questions, participants reported focusing on identifying the steps to program design, using SWOT to make decisions about change, and having all levels of staff provide input to anticipated changes. In addition, as provided by the second open-ended questions, participants practiced involving all levels of the organization to help make decisions. See Table 2 for more information.

**Advanced Leadership Development for Supervisors: Program, Process, Policy & Procedure
Development
TRAINING EVALUATION REPORT 5**

TABLE 1: SELF-ASSESSMENT OF LEARNING

	Mean Score Before Training	Mean Score After Training	Change in Mean Score
Review the overall strategic planning process and list steps in successful strategic planning.	4.14	4.22	0.08
Identify the general steps necessary for program design, implementation, and evaluation.	4.14	4.33	0.19
Understand at least two approaches to program development.	3.71	4.33	0.62
Link the supervisor's role in program design to policy and procedure development and implementation.	4.00	4.11	0.11
Recognize importance of including personnel at all levels in planning.	4.43	4.44	0.01
Understand the role of continuous quality improvement and the value the supervisor's responsibility to support.	4.43	4.33	-0.10
Review several approaches to problem solving in the context of child welfare.	4.14	4.33	0.19

**Advanced Leadership Development for Supervisors: Program, Process, Policy & Procedure
Development
TRAINING EVALUATION REPORT 5**

**TABLE 2: OPEN-ENDED PROMPTS – PROGRAM, PROCESS, POLICY & PROCEDURE
DEVELOPMENT**

The key objectives that I focused on in the Program, Process, Policy & Procedure Development class were:

- Understanding the role of continuous quality improvement and value the supervisor's responsibility to support it. Review several approaches to problem-solving in the context of child welfare
- How to recognize and identify all aspects that need to be considered, be sure to evaluate who needs to be involved in the planning, and develop the strategy to accomplish the goals.
- Identify the steps for program design, implementation and evaluation in general.
- Main focus was on the process of Strategic Planning. Essentially: Plan - Do- Study - Act. Determine what process/problem needs to be addressed, along w/ staff develop a plan to address that issue. Put it into practice, then study the results and make incremental changes based on the study. Evaluate at intervals to reassess if process is improving or not.
- How to use the SWOT analysis with effective results.
- Including line staff in the decision making process, as a means to obtain buy in and positive implementation.
- Effective discussion on the implementation of change through the models discussed in this session.
- Collaborative efforts among all divisions in the department and agencies in the community as integral to effective strategic planning.

The skills I practiced in the Program, Process, Policy & Procedure Development class were:

- Applying the concepts to our department reorganization, move to a new building in June, and imminent new hire of Social Worker IV. Supervision of ILP and THP-Plus programs also entails program oversight and evaluation.
- I utilized the ADDIE model in developing a proposal that was approved to lower caseload sizes for FM/FR/PP.
- Meeting the needs of the community and the department with the resources available.
- Had a meeting which included staff in the decision making process.
- Requesting feedback from workers on how a new policy or procedure is working and or affecting their ability to work with families effectively.
- I do involve all levels of the agency, necessary, when I am planning or developing a program.
- We have just made a change for all FM cases to be handled by one unit and FR to another unit. To that end, I have been developing criteria for more Intensive FM

**Advanced Leadership Development for Supervisors: Program, Process, Policy & Procedure
Development
TRAINING EVALUATION REPORT 5**

cases. I have been working closely with my new staff to develop protocols and will bring to unit meeting for discussion and later, evaluation of what has been implemented.

- Brainstorm ideas on how to problem-solve using one of the approaches presented in class.
 - Involve staff in the problem solving process Involve staff in the planning process
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**Advanced Leadership Development for Supervisors: Program, Process, Policy & Procedure
Development
TRAINING EVALUATION REPORT 5**

EVALUATION LEVEL: TRANSFER OF LEARNING

Evaluation at this level focuses on the transferability of the knowledge, skills, and values to the workplace. Evaluation at this level attempts to provide information on the relevancy of the training program and what effect did the training have on the trainees' ability to utilize the information. To measure a participant's transfer of learning, follow-up surveys are conducted. These surveys are conducted 2 months after the individual training.

By attending the Program, Process, Policy & Procedure Development module, participants are now involving staff more in the decision making process and improving their own skills in decision making. This has led to these participants building better relationships with staff and understanding the process of change. Ultimately, participants believe that this has led to lower case loads and the empowerment of staff. Please see Table 3 for more information.

In addition, the participant's supervisors are invited to fill out a follow-up survey. Evaluation at this levels focuses on what someone with an outside perspective is noticing about the transferability of the knowledge, skills, and values of those participating in the program. This perspective helps to validate the self-assessment of the participant.

Supervisors are reporting that the participants are spending more time looking at the continuous quality improvement of the agency. By doing so, the supervisors are noting that participants are beginning to see the big picture. Please see Table 4 for more information.

**Advanced Leadership Development for Supervisors: Program, Process, Policy & Procedure
Development
TRAINING EVALUATION REPORT 5**

TABLE 3: TRANSFER OF LEARNING SURVEY

By participating in the Program, Process, Policy & Procedure Development training and completing your specific TOL Activities, what one or two things are you doing differently now (either incorporating a new skill and/or modifying a previous skill) that you weren't doing prior to the Program, Process, Policy & Procedure Development training:

Involving staff more in the decision making process (6)

- Including staff in the decision making process. Also, I am giving much more information to staff as to the reasons change is being sought or made,
- Allowing more time for my staff to input on program development and processes
- I involve everyone that needs to be involved, I also consider the meetings that need to be had, and plan them ahead of time. I also talk to people ahead of time.
- I ask for staff's input regarding new policies/procedures and how to implement them. I bring that feedback to my boss.
- I am involving my unit in more program implementation/problem solving, rather than just handling it all myself. I am including Process Improvement into my twice monthly unit meetings as well.
- I am looking at specific goals that I would like to accomplish and I am involving my staff more in the planning process.

Improving own skills in decision making (6)

- Looking at my role as key in decision making and program development, especially regarding departmental reorganization.
- Looking at the bigger picture and determining what I can do to effect needed change.
- Developing a skill set that articulates a strategy associated with problem identification and change management.

How are these one or two things that you are doing differently now helping you to become a better supervisor?

Building better relationships with staff (6)

- I am getting more investment from my staff for changes that are being implemented, thus streamlining some of the work that must be done. It is also helping to improve teamwork among the members, which will hopefully result in better outcome statistics and services for families.
- Getting staff's input is a good practice when designing and implementing new programs or policies. However, it also helps to strengthen my relationship with my staff.

Advanced Leadership Development for Supervisors: Program, Process, Policy & Procedure
Development
TRAINING EVALUATION REPORT 5

- I know that having better communication and better planning makes me a better supervisor
- It has allowed my staff to feel that I trust them and that I value their opinions and or suggestions
- There is less defense and the staff appreciate being heard.
- My staff defer to me regarding inter and intra agency/department matters and trust that I will address these issues to build better relationships or break down barriers.

Understanding the process of change (3)

- Setting specific goals and coming up with strategies as to how to attain these goals has helped me to be more productive and more efficient.
- The scope of responsibility and decision making expands, making my role as supervisor increasingly important. I endeavor to manage both up and down to this effect.
- A more succinct way to describe the process of change or program implementation.

By participating in the Program, Process, Policy & Procedure Development training and completing your specific TOL Activities, how did the training and TOL Activities lead to better outcomes for you and your staff? And what, if any, are these outcomes?

How the training has led to better outcomes:

- I am continually mindful of the need for me to be a leader and model for my staff, giving positive reinforcement, support, and guidance as we adjust to program changes and department reorganization.
- Previously mentioned that this was used to lower caseload sizes for continuing SW's.
- The outcomes will be better because the staff will feel part of the process and take an ownership thereof.
- Better planning, and talking about the project ahead of time, provided better outcomes.
- Better thought out policies and procedures.
- I am getting better results because staff feels more empowered to do their work.
- We are still in the process of evaluating the outcomes from these changes, especially since there have been some significant changes in the way we are handling the cases.

**Advanced Leadership Development for Supervisors: Program, Process, Policy & Procedure
Development
TRAINING EVALUATION REPORT 5**

- No completed outcomes to report.
- No measurable outcomes as of yet.

What, if any, additional support, knowledge, and/or skill development would you need to help you further apply the knowledge, skills, and/or values of the Program, Process, Policy & Procedure Development training.

- We didn't get a chance to go over how to calculate staff turnover. I hope there will be some time for that in the lab.
 - This class had lots of information that were general. It would be a good idea to have just one class on more specific topics such as strategic planning.
 - It would be helpful for my manager and/or my fellow supervisors to periodically meet to see how I am applying the skills and knowledge we have gotten from the course and to provide feedback for improvement.
 - None. I learned a lot.
 - The process should be adopted by the administration.
 - How to deal with resistance from other programs within the Department when there are clear philosophical differences.
 - Continuously assessing program effectiveness and evaluation of the need for additional evaluation.
 - Continued support and guidance from my own supervisor, as well as the same from Judy, Peter, and ALDS peers.
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Advanced Leadership Development for Supervisors: Program, Process, Policy & Procedure
Development
TRAINING EVALUATION REPORT 5

TABLE 4: SUPERVISOR FOLLOW-UP SURVEY

By participating in the "Program, Process, Policy & Procedure Development" training and completing the specific TOL Activities, what one or two things are the participants doing differently now (either incorporating a new skill and/or modifying a previous skill) that they weren't doing prior to the "Program, Process, Policy & Procedure Development" training?

Continuous quality improvement (2)

- The participant has been vocalizing that they understands the role of continuous quality improvement, and what the participant's role and responsibility is as a supervisor in order to support staff and management to achieve this.
- The participant can identify the general steps necessary for program design, implementation, and evaluation.

Unsure (2)

- Not sure
- Not sure

How are the participants' actions helping these participants become better supervisors?

Seeing the big picture (2)

- The participant is starting to see the importance of decisions being made and the effects they will have on a larger/macro level rather than simply for an individual line staff.
- The participant has started to really focus on developmental planning and addressing staff needs with them early on.

Unsure (2)

- Not sure
- Not sure

By participating in the "Program, Process, Policy & Procedure Development" training and completing the specific TOL Activities, how did the training and TOL activities lead to better outcomes for the participant and the participant's staff? And what, if any, are these outcomes?

List of outcomes (2)

- When staff needs are addressed early on, higher quality of service occurs at the line staff level and improves the choices staff makes to benefit the safety of children in our community.

Advanced Leadership Development for Supervisors: Program, Process, Policy & Procedure
Development

TRAINING EVALUATION REPORT 5

- The participant is currently part of a team working on program design, implementation, and evaluation of a pilot project for smoother case transitions for families, more consistency of care, and better communication between staff.

None (2)

- I'm sure that the participant has learned from this experience. I am not sure about the transfer of skills and applicability to working with staff.
 - I think there is still some resistance to how training translates into action within a unit. I trust that learning took place but not sure about the transfer to the job.
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